

**Course.**

Theoretical Basics of English Grammar

**Instructor.**

Tetiana Burenko

**COURSE DESCRIPTION.**

Theoretical Basics of English Grammar is an elective lecture course for 4th year students. The aim of this course is to develop the students' understanding of English Morphology and Syntax. In this course students will learn about the morphologic and syntactic structure of modern Standard English grammar: word structure, phrase structure, clause structure, and sentence structure. This grammar course is primarily designed to allow students to gain a sufficient amount of knowledge of English Grammar and to provide students with the tools necessary for understanding language structure.

The students will be also asked to tackle the exercises based on the lectures so that they will have better understanding of theory of grammar with practical examples.

**LEARNING OBJECTIVES.**

- Understanding the structural characteristics of English: its word structure, and phrase and sentence patterns.
- Learning the terminology used to describe and analyze the structure and systems of English: e.g. noun, verb, subject, clause, phrase, etc.
- Understanding basic principles of linguistic theory.

**LEARNING OUTCOMES.**

Upon successful completion of this course, students will be able to:

- enhance their understanding of English grammar;
- understand the basic theoretical framework of Generative Grammar;
- enhance their ability to write and speak crisply and effectively without grammatical mistakes;
- grasp the technical terms of grammatical description to improve their writing and speaking skills;
- express their thoughts clearly and grammatically in English.

**COURSE FORMAT.**

<b>Unit Title</b>	<b>Number of hours</b>	<b>Lectures</b>	<b>Seminars</b>	<b>Independent work</b>
External and internal	18	4	2	12

approaches to language. Language functions. Language as a system and structure. Language and speech. Paradigmatic and syntagmatic relationships in language. Basic morphological units of English. Classification of morphemes.				
Paradigms of category values of notional parts of speech. Analysis of their grammatical features. Analysis of grammatical features of functional parts of speech.	16	4	2	10
Verb. Paradigm of category values of the English verb.	14	2	2	10
Syntax. Basic syntactic theories. Syntactic units. Basic syntactic concepts.	18	4	2	12
The Sentence. The Simple Sentence. The Composite Sentence. The Compound Sentence. The Complex Sentence.	22	4	4	14

### **STUDENT EVALUATION.**

Unit 1: 20%, Unit 2: 20%, Unit 3: 20%, Unit 4: 20%, Unit 5: 20%. If you cannot attend class, please inform your teacher in advance. After three unexcused absences

your grade will drop one letter grade. Three late arrivals will count as one absence. Students are responsible for information they miss through absences or lateness. Work that is turned in late or is not turned in will drop grade.

## **FINAL ASSESSMENT FORMAT.**

Credit

## **GRADING SCALE.**

All evaluated work is based on a five point scale:

**A** (“excellent mark”) Exceeds course requirements. Exceptionally well-prepared and executed completion of assigned work, indicating significant effort, individualized creative style, and demonstrating a thorough grasp and mastery of the related material.

**B / C** (“good mark”) Meets, and at times, exceeds course requirements. Student demonstrates fundamental mastery of the material. Work is creative, well-prepared, and demonstrates considerable effort.

**D / E** (“satisfactory mark”) Meets course requirements. Satisfactory completion of assigned work at a level of effort and competency normally expected of the majority of students. Student demonstrates minimum mastery of the material.

**F / FX** (“unsatisfactory mark”) Basic course requirements are only partially met. Student does not demonstrate minimum mastery of the material. Receiving this grade indicates the unsatisfactory completion of assigned work, either through misperceived objectives or the failure to grasp key concepts. Work is below the minimum level of acceptance.

## **BASIC LITERATURE.**

1. Blokh M.Y. A Course in Theoretical English Grammar (англ. яз). – М.: Высшая школа, 1983, 2000. – 383 с.
2. Morokhovska E.J. Fundamentals of English Grammar. - К.: Vyšča Škola, 1993. – 472 p.
3. Volkova L.M. Theoretical Grammar of English: Modern Approach. – К: Освіта України, 2009. – 253 p.
4. Иванова И.П., Бурлакова В.В., Почепцов Г.Г. Теоретическая грамматика современного английского языка. – М.: Высшая школа, 1981. – 285 с.
5. Гладуш Н.Ф. Теоретична граматики англійської мови в таблицях і схемах. – К.: Видавничий центр КНЛУ, 2002. – 54 с.
6. Коваленко А.М., Павлов В.В. Теоретичні основи граматики сучасної англійської мови. (англ. мовою) – Суми: СумДПУ ім. А.С.Макаренка, 2003. – 148 с.
7. Смирницкий Л.И. Морфология английского языка. - М.: Высшая школа, 1981. – 123 с.

8. Смирницкий Л.И. Синтаксис английского языка. - М.: Высшая школа, 1981. – 127 с.

### **STUDENT’S RESPONSIBILITIES.**

- Take personal accountability

Students should always acknowledge that they are a part of a learning community.

- Be active participants

Students should come to the classes prepared to participate.

- Show Respect

Showing respect for self and others is one of the most important things a student can do to contribute to a quality learning environment and reducing disciplinary distractions. Simple actions such as waiting until recognized before speaking and raising a hand before speaking demonstrate self-respect and respect for others. Being attentive, listening and refraining from interrupting when others are talking also demonstrate a respect for others.

- Don't Be Late

Being tardy to class can cause a major disruption for all students in the class and negatively impact the academic progress of the student who is tardy. Additionally, information that was missed as a result of being tardy is not always completely conveyed in the catch-up period.

### **INSTRUCTOR’S RESPONSIBILITIES.**

- Create A Culture Of Caring

Effective classroom management is rooted in a culture of caring. Instructor sets the tone for the classroom. When students sense a teacher is committed to their success, they are more likely to conform to classroom guidelines and specific behavioral goals.

- Establish Rules

Instructor should begin the course with clear expectations of classroom behavior. If students are aware of what is and isn't acceptable, they are more likely to be positive contributors in the classroom.

- Assessment

Instructor should define and communicate learning expectations to students, assign reasonable assignments and homework, evaluate students' performances in an objective, fair and timely manner, record and report timely the results of assignments, mid- and final semester exams.